

THE Special EDGE

I N T H I S I S S U E :

IDEA '97 & AB 602

T R A I N I N G S , T E C H N I C A L A S S I S T A N C E , R E G U L A T I O N S

Statewide Training Prepares Districts for IDEA '97 New Focus

by Melody Flores, Assistant Editor

"People say change is a long time coming," said Alice Parker, state director of special education. "But change is not a long time coming. Change happens overnight and then it takes you a long time to get used to it. Once we get through it, we are in better shape."

Parker's comments reflect the critical changes in the Individuals with Disabilities Education Act (IDEA) '97 amendments, which alter the focus of special education. No longer will special education be primarily about placement decisions. The emphasis now is on providing supports and services to ensure student success, to the maximum extent possible, in the general education curriculum.

"A recurring theme of the new IDEA individualized education program (IEP) requirements is that children will be involved in and progress in the general education curriculum," said Fay Sorenson, special education consultant. "The revised IEP process specifically supports that goal."

IDEA Alignment Training

As educators await the release of final IDEA regulations, the California Department of Education, Special Education Division, is using the proposed regulations and the prescriptive legislation to conduct statewide trainings.

"Along with the reauthorization comes the need for extensive training and we've already started that," said Mary Hudler, special education consultant. "We were ahead of the game with the FedCAP training, California's response and corrective action plan that was developed as a result of the 1996 Office of Special Education Program (OSEP) monitoring. Comprehensive training efforts were

initiated and went into place last Spring." She added, "We were already looking at the IEP issues and when the reauthorization occurred, we adjusted the training and are now offering the IDEA Alignment Training." This trainer-of-trainers program is offered by the California Institute on Human Services (CIHS), a special project of the Division with Sonoma State University.

"The primary purpose of the training is to help practitioners and parents put the new IDEA into action and address areas of compliance when delivering special education services," said Anne Davin, project coordinator for CIHS.

A three-tiered approach is used to provide this assistance:

1. Seven statewide two-day workshops that included ideas for supporting children to achieve, and hands-on experience in relating various compliance areas to the general education curriculum.
2. Four on-line training courses that focus on writing IEPs and individualized family service plans.
3. A Consultant Bank of individuals who provide customized assistance.

Additionally, four parent trainings, re-emphasizing parents as partners, will be co-presented by Parker and Tom Hehir, OSEP director, at sites throughout California. Parker said the coordinated compliance review process will also be revised "to form a founda-

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OSEP VISITS PART B PROGRAMS TO ASSESS FEDCAP STATUS, CONDUCTS TARGETED REVIEW OF PART H

For two weeks in June, representatives from the U.S. Department of Education, Office of Special Education Programs (OSEP), visited California to monitor Part B and Part H program sites governed by the Individuals with Disabilities Education Act (IDEA).

During the week of June 8, OSEP teams visited four sites to evaluate Part B programs, which are responsible for the education of children with disabilities, ages 3-21 years, and are managed by the California Department of Education (CDE). "The purpose of these follow-up visits," said Mary Hudler, special education consultant, "was to determine if CDE had been effective in the systemic correction of the findings identified in the OSEP 1996 California Monitoring Report. California's response, or corrective action plan (FedCAP), focused on these findings and was a compilation of strategies to bring all California school districts into compliance with federal laws and regulations.

Two sites currently under FedCAP review, San Diego and Los Angeles, were visited, along with two non-FedCAP sites, Long Beach and Mt. Diablo. The latter sites, Hudler explained, were examined to determine if solutions had generalized among districts.

Following these field visits, OSEP representatives began a series of meetings with Alice Parker, state director of special education, as well as Special Education Division staff and administrators.

The week of June 15 found OSEP teams visiting Part H programs, which provide services

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DIRECTIONS...

Dreams Can Come True for California's Children

by Alice Parker, State Director of Special Education

I wish to take this opportunity to share the experience we had recently in working with staff from the Office of Special Education Programs (OSEP) as they reviewed the status of monitoring and compliance with federal law in California.

Firstly, I wish to acknowledge each of you and the hard work you have been doing and will continue to do on behalf of the more than 600,000 children in California who require special education services. Your care for and passion around programs of excellence for these children and their families are well-known by me.

Secondly, I wish to acknowledge that we do have "miles to go before we sleep." Compliance and monitoring in California need systemic intervention. We will be hearing of the pluses and minuses of our current system in OSEP's report as well as the status of what may or may not have occurred since the 1995 monitoring visit. Nothing our colleagues from Washington say should be taken as anything but ways in which we, the Special Education Division, parents, and staff in schools, can jointly use to effect positive change for all of California and, ultimately, the entire nation.

We do indeed have much to do and it is my belief that those great things we have accomplished are a direct result of your work. Those areas in which we need systemic change, which are areas of serious need, are my responsibility. You have my promise that I will cause our system to change and to move forward so that you have the ability to do your jobs—supporting compliant and positive programs for the children in California with special needs.

We will enforce the law and we will have systems in place within the next few months that will support, even demand, compliance and effective outcomes for children are available across our State. If they are not, we will move to enforcement and sanctions and we will make sure our state, local education agencies, teachers, special education local plan areas, and counties provide high quality, compliant services that ensure children with special education needs achieve to high standards, participate fully in the least restrictive environment, and have available to them the services or sets of services to make that possible.

This will require us to make yet another set of changes and these changes will occur rapidly. I ask for your trust in how these will occur, your support in helping transitions move smoothly, and your continued hard work and passion for our children and their families. Remember what I said to you in my first column many years ago in December 1997! "Vision without action is merely a dream. Action without vision is merely passing time. Vision with action can change the world."

No more dreaming, no more passing time—we are going to change the world for the children of California. *ia*

ADVISORY COMMISSION ON SPECIAL EDUCATION

COMMISSION ADDRESSES SPECIAL DAY CLASS SIZE

by Tim McNulty, Chair

At the request of Commissioner Donald Sanchez, the Advisory Commission on Special Education conducted a public hearing on special day class size at its May meeting. For two hours, verbal and written testimony was provided and numerous teachers described special day class programs that were significantly impacted by large numbers of students that in some cases combined a wide age range, different levels of functioning, and a variety of disabilities. At the end of the session, it was evident that the Commission would have only scratched the surface on this very important and complex issue.

Because of the length of time the special education community has been living with these conditions, and because of the complexity of the issue, teachers and administrators have urged the Commission to take the time necessary for a solution that will address the needs of special day class programs from preschool to transition. During the 1998-99 school year, the Commission will continue to receive public input from throughout California while at the same time build a coalition of support for a legislative solution. *ia*

For more information about the Commission, call 916/445-4603.

STUDY CITES IMPACT OF CLASS SIZE REDUCTION ON SPECIAL EDUCATION

The effects of class size reduction on special education, its cost, and its impact on professional development continue to be major questions facing California schools as the State's Class Size Reduction Program winds up its second year.

In a recent study by Policy Analysis for California Education (PACE) and WestEd, researchers studied data from 12 urban school districts collected through telephone interviews with district-level administrators as well as teachers, principals, bilingual education coordinators, and resource specialists at the local level.

California's Class Size Reduction: Implications for Equity, Practice & Implementation presented the following findings related to special education:

- Nearly all resource specialists reported that smaller class sizes made it easier to mainstream special education students into the general classroom, leading to a shift in their role from specialist to consultant for general education teachers.

- District administrators said smaller classes may provide a more inclusive education program. However, some administrators said special education teachers have opted to transfer to general education, leaving behind difficult-to-fill positions.
- Space shortages continue to pose challenges as many special education classrooms have been converted for use by general education.
- Limited-English-proficient (LEP) students enjoyed more one-to-one teacher/student interactions and improved classroom climate. The report noted, however, that many LEP students are taught by uncredentialed teachers.
- Nearly 80 percent of resource specialists reported no change in special education referrals thus far and the sample was divided in its opinion about whether the number would increase or decrease in the future.

For a copy of the PACE/WestEd study, call the RiSE Library at 916/492-9990. 📞

CHANGES BEGIN FOLLOWING CHANDA SMITH

Three years after enacting the Chanda Smith Consent Decree, "The culture is starting to change," said Steve Mark, assistant superintendent of special education, Los Angeles Unified School District (LAUSD). The Consent Decree requires the district become compliant with federal and state laws that mandate a free appropriate public education in the least restrictive environment for students with disabilities.

Under the direction of two consent decree administrators, LAUSD has approved 2 of the 31 compliance implementation plans. The first plan contains the Superintendent's policy, mission statement, and directives regarding the education of students with disabilities; the second deals with funding. A third plan, detailing methods to recruit and hire credentialed special education personnel, is under consideration. Also nearing completion are plans on the reorganization of psychological services and compliance mechanisms.

LAUSD has revised its special education forms, developed a "search and serve" brochure, a parent's rights booklet in seven languages, a parent resources network and manual (encompassing general and special education parents and resources), and a staff orientation video. Additionally, Mark said, the local Board of Education has funded increased clerical time to support the individualized education program process. 📞

For more information, contact the Consent Decree office at 213/229-5957.

STATE BOARD TO STUDY SAT 9 ISSUES

In response to testimony provided by the Advisory Commission on Special Education (ACSE), the State Board of Education (SBE) appointed a committee to study the issues of the State Testing and Reporting program and how it is administered to students with disabilities. Currently students who were afforded nonstandard accommodations will receive raw scores rather than ranked percentile scores.

SBE members Marion Joseph and Marina Tse, and ACSE member Loeb Aronin discussed the issues with Doug McRae from the test publishers and are recommending that research studies be conducted on the effects of nonstandard accommodations on the scores of students with disabilities. If approved, results of the first study are expected in the Fall.

The second study would involve 400 to 500 students who took the Stanford 9 Achievement Test using various accommodations. They would be administered a test and a retest study to determine if certain accommodations may be used without altering the validity of the test. This may result in some nonstandard accommodations being reclassified as standard. 📞

For more information, contact ACSE at 916/445-4603.

TEAMS WRITE ACTION PLANS FOR STATE IMPROVEMENT

Funding for personnel development in California could reach \$12 million during the next five years if the California Department of Education, Special Education Division is successful in its bid for a State Improvement Grant (SIG). "This would represent four times what California currently receives," said Alice Parker, state director of special education. It also means a substantial increase above the \$10 million previously announced by the U.S. Department of Education.

In preparation for the grant, the Partnership Committee on Special Education (PCSE) held its final meeting to write action plans to implement the 60 objectives previously approved. The PCSE also determined which objectives would receive funding during the grant's first year.

At least 75 percent of the money must be spent on personnel development, and the majority of the grant would be dispersed through mini-grants to districts and special education local plan areas to tailor trainings to local needs.

Applications are due October 1. Awards are expected to be announced by Fall and funding is expected by January 1999. 📞

For more information, contact Janet Canning or Wally Olsen, Special Education Consultants, at 916/327-4217 or 916/327-3503, respectively.

EARLY CHILDHOOD PROJECT RECOMMENDS STANDARDS

During the 1997-98 school year, the Early Childhood Content and Performance Standards Project convened five workgroups to review the ongoing work on the Child Development Division's Desired Results document. The Project will make recommendations for changes on outcomes, indicators, and measures, as well as offer suggestions for accommodations and alternative assessments for children birth to 5 years with disabilities and their families.

The Project, part of Sonoma State University's California Institute on Human Services, in coordination with the California Department of Education, focuses on improving program quality and the quality of life for children and families.

Once recommendations are complete, written guidelines will be prepared by the Special Education Division. 📞

For more information, contact Anne Kuschner, Project Director, at 707/664-4039.

SCHOOLS FARE SLIGHTLY BETTER IN DUE PROCESS HEARINGS

The Special Education Hearing Office at McGeorge School of Law recently released data on prevailing parties and the results of different types of representation at due process hearings.

From 1989-97, 458 decisions were rendered with parents prevailing in 30 percent of cases and local education agencies prevailing in 50 percent of cases. The remaining 20 percent represent split decisions. Of particular note are the data on representation, which show between April 1995 to December 1997, unrepresented parents won only 12 percent of the time, while parties represented by attorneys fared much better. However, when attorneys faced each other, results were even.

The number of placement decisions, 35, leads the list of issues brought before appeal courts following hearing decisions, with services, assessment, specific eligibilities, and expulsion following.

For more information, contact McGeorge at 916/739-7053.

REGIONALIZED PROGRAMS FOR DEAF PROPOSED

After more than a year of study, meetings, and public input sessions, the Deafness/Hard-of-Hearing Task Force is preparing their final report for Superintendent of Public Instruction Delaine Eastin.

An Historic Opportunity for Deaf and Hard-of-Hearing Children: Communication Access and Quality Education provides recommendations intended to improve the quality of education for students who are deaf and hard-of-hearing. Among the proposed recommendations are that the State Superintendent shall mandate the creation of deaf and hard-of-hearing regionalized programs as well as a deaf and hard-of-hearing unit within the Department of Education.

The last round of public input was heard at the second Deaf Education Summit, held April 18 at California State University, Northridge. More than 150 advocates of deaf and hard-of-hearing education attended the summit, which was sponsored by the Coalition of California Agencies Serving Deaf and Hard-of-Hearing and the Task Force. The final report is expected to be presented during the summer.

For more information, contact Dick Crow, Education Programs Consultant, at 916/327-3850 or Nancy Grosz Sager, Deaf/Hard-of-Hearing Program Consultant, at 916/327-3833.



LEGISLATIVE UPDATE

IDEA FUNDING REMAINS ON LEGISLATIVE AGENDA

With the reauthorization of the Individuals with Disabilities Education Act (IDEA) '97 and Assembly Bill 602, the new special education funding model, 1997 was a year of tremendous change. The upcoming two-year session, however, promises to be one that could bring even more changes to the field. Following are some issues of interest to watch and their potential impact on the special education community.

Federal Legislation

- HR 399 provided bipartisan approval saying Congress and the President should fund IDEA at the full level.
- HR 3254 would amend IDEA '97 to address the issue of punishing states who refuse to provide services for 18-21 year-olds incarcerated in adult prison. The U.S. Department of Education can only withhold federal funds appropriated to prisoners, not the whole state grant.
- HR 2614 (Goodling), Education Literacy Act 1998, would provide \$210 million for a literacy program. The Senate passed it with an amendment to fund special education \$500 million more by FY 2001. This equals \$50 million for California.
- The Learning Differences Act '98 (Meek) authorizes the secretary of education to make grants for demonstration projects at institutions for higher education to enhance programs for learning disabilities as children move from secondary to postsecondary education.

State Legislation

Senate Bill (SB) 1686 (Solis) changes terminology and code section references in the California Education Code about special education to conform with IDEA '97 (Public Law 105-17). The bill, approved by the Senate, is currently in the Assembly Education Committee.

Assembly Bill 598 (Davis), a clean-up bill for AB 602 (Poochigian & Davis), the new special education funding model, will provide technical changes needed to ensure compliance with AB 602 provisions. This bill, introduced in February, is currently working its way through the Senate.

SB 1972 (O'Connell) would require testing of kindergarten and 1st-grade students to determine their risk for developing learning disabilities. Passed by the Senate, this legislation is in the Assembly Education Committee.

EMERGENCY REGULATIONS FOR AB 3632 DUE JULY 1

The State Board of Education approved the filing of emergency regulations for Assembly Bills (AB) 3632 and 2726 at its May meeting directing that the regulations be available for public input.

AB 3632, Interagency Responsibilities for Providing Services to Handicapped Children, passed in 1984. The bill required three separate state agencies, the Departments of Mental Health, Health Services, and Social Services, to jointly provide certain related services for special education students along with the Department of Education. Final regulations were difficult to develop because of differing eligibility definitions, complaint procedures, and fiscal responsibilities among the agencies. Then in September 1996, AB 2726 defined specific referral procedures and service responsibilities.

Emergency regulations go into effect July 1 and will be available for public input in Sacramento during the summer. Written comments will also be accepted. Following the hearing, staff from the various agencies will review and respond to the comments.

For more information or for a copy of the proposed regulations, contact James Belotti, Special Education Consultant, at 916/445-4547.

ADVISORY CLEAR ON ADMINISTERING MEDICATION

A memo issued Sept. 5, 1997 by State Superintendent of Public Instruction Delaine Eastin was clear on the procedure for administering medications to students with acute or chronic illnesses. Since the advisory was issued, local education agencies are implementing the procedures with assistance from staff of the California Department of Education, Special Education Division.

Patricia Michael, special education consultant for medical and health issues, explained the advisory's intent that medications administered during school hours, including over-the-counter medications and those topically administered, require a California-licensed physician's authorization. These authorizations must contain the name of the medication, the dosage, how it is to be administered, and the time it is to be taken. Written parental permission must also be obtained and medications must be delivered to the school in the prescription package by the parent or guardian. Both the parent and the physician authorizations are updated annually or when a change in medication or its administration occurs.

For information, call Michael at 916/323-1557 or check the internet at www.cde.ca.gov/spbranch/sed, for a copy of the advisory or the question and answer section.

Tim McNulty, 1997-98 Chair of the Advisory Commission on Special Education

Students, Teachers, and Families—No Matter What

by Elissa Provance, Associate Editor

If asked by his peers where he goes to relax, Tim McNulty would be expected to say, "The beach, Hawaii, or on my motorcycle." What he actually says, though, is, "The classroom." Why go there instead of one of the three great loves of his life, besides his wife, Nancy, and his children, 29-year-old Tim Jr. and 26-year-old Tricia? "Because that's where I get centered," he said.

McNulty, who just completed his third term as chair of the Advisory Commission on Special Education (ACSE), summed up his career as a second generation lifeguard in the 1960s to director of special education for the Los Angeles County Office of Education in the 1990s, in one word—serendipity.

"I was always in the right place at the right time to associate with the right people," McNulty said.

For example, after earning a Bachelor's degree in Administration of Public Recreation from California State University, Long Beach because people said, "Get a degree, you might need one some day," McNulty became a YMCA Youth Physical Education Director. It was there he heard about the need for teachers in the inner city.

Having grown up at the beach, the Santa Monica native remembered thinking, "Great! I can teach nine months out of the year and lifeguard through the summer. It will be the best of both worlds."

But McNulty never made it to the beach that summer. Instead, he became captivated by students with disabilities, teachers, and families who showed up to school daily with the simple desire to be educated and the desire to educate.

"The more I learned about special education the more I wanted to pursue it," McNulty explained, adding, "I could identify with those kids. I was always unique and danced to my own tune." So nearly a decade after graduating from college, McNulty entered the University of Southern California and earned a Master's degree in Special Education. During the next 20 years, he was a special day class teacher, one of the first resource specialists in the state, a program specialist, and a high school vice principal, all in Santa Monica-Malibu Unified School District.

McNulty moved into the administrative arena in the 1980s, first as the district's super-

visor of Special Education Programs and Services, then as director for the Tri-City and Antelope/Santa Clarita Valley SELPAs (special education local plan area). He said he has spent the past four years in Los Angeles, "providing support to serve 5,100 students in 545 special day classes at 200 sites in 70 school districts over 4,500 square miles, plus another 2,500 students who receive designated instruction and services." The people he supports, he added, are not just special educators.

"They're extraordinary educators dealing with students who have extraordinary needs."

McNulty has also been integral in meeting these extraordinary needs, whether he's at the head of the table helping to carry out the charge of ACSE, which is to make recommendations to the Governor, State Board of Education, and the Superinten-

dent of Public Instruction, or at the head of a classroom helping his teachers and students through the latest crisis. The bottom line is always the same—students, teachers, and families—no matter what.

"Obstacles and barriers present the most incredible, wonderful opportunity to be creative," he said. "There's no limit to what you can accomplish." McNulty has even gone so far as to defy the law by presenting Certificates of Completion to students who have successfully completed the goals and objectives in their individualized education programs during graduation ceremonies. Why does he do it? "It's the right thing," he said matter-of-factly. "When you see kids in a cap and gown handed a certificate, look at the family and kid's face. Then you know why. Besides," he added, "it was never the intent to exclude these students. Everything was just moving so fast when the law came about."

McNulty moves fast, too. If he's not on the back of his Harley-Davidson, one of six bikes parked in his garage ("Three are my son's," he said defensively.), or at the airport waiting for a flight in to or out of Sacramento, you can bet he's on a plane to Hawaii with Nancy, who is a job coach for students aged 18-22. "Hawaii is one of the greatest places on earth," McNulty said. And when he retires there, which he undoubtedly will, McNulty will have plenty of time to sit on the beach, ride his bike, and reflect on a career that wasn't exactly meant to be, but thank goodness for students, teachers, and families, it was. ■

1998 Hal Connolly Scholar-Athlete Award Winners are **Bolanle Alade**, Foothill High School, Bakersfield; **Lauren Bradley**, Mt. Whitney High School, Visalia; **Eileen Estes**, Elsinore High School, Wildomar; **Michael Hanrion**, Saugus High School, Saugus; **Cameron Kincade**, El Capitan High School, Lakeside; and **Ryan Van Veen**, Springs Academy High School, Orinda. Awards are presented to outstanding high school seniors who excel academically, participate in a varsity-level sport, and have a disability. For more information, call the California Governor's Committee for Employment of Disabled Persons at 916/654-8055.

The **Advisory Commission on Special Education** was honored by CARS+ at Convention '98 with its Legislative Advocate of the Year Award.

Lillie Campbell, director of special education and pupil services for Rio Linda Union School District, has been elected by the Association of California School Administrators to serve as vice president for 1998-99.

KALEIDOSCOPE Television has produced eight public service announcements about the Centers for Disease Control and Prevention's National AIDS Hotline for the Deaf and hard of hearing. For information, call 800/AIDS-TTY.

The **Center on Disabilities at California State University, Northridge** is offering a 100-hour course, Assistive Technology Applications Certificate Program, July 13-24 in Pasadena/Arcadia. Call Kirk Behnke, training coordinator, at 818/677-2578 for information.

To better assist Californians with disabilities and their families, the **California Assistive Technology System (CATS)** is seeking comments on assistive technology. For more information, call 916/324-3062.

State Superintendent of Public Instruction **Delaine Eastin** renamed the Specialized Programs Branch of the Department of Education to "Education Equity, Access and Support Branch" to better reflect the purpose and mission of its programs and activities. Additionally, the Adult Education, Educational Options and Safe Schools Division has been renamed "Education Support Systems Division."

The Advisory Commission on Special Education elected **Larry Komar** as its Chair and **Loeb Aronin** as its Vice Chair for the 1998-99 year. Komar was appointed to the Commission by Gov. Wilson. Aronin was a State Board of Education appointee.

The **Beacons of Excellence Project** will launch a three-year study to identify secondary schools that obtain exemplary results for all students, including students with disabilities. The project is funded by OSEP and is being conducted with The Council for Exceptional Children. For information, contact Teri Wallace, project director, at 612/626-7220.

The **American Association of School Administrators** is offering Americans with Disabilities Act (ADA) Notice Kits, containing ADA notices in print and in other formats accessible to people with disabilities. For information, call 312/640-1438.

Former Advisory Commission on Special Education and current State Board of Education member **Marina Tse** accepted a position on the Executive Board of the President's Committee on Employment for People with Disabilities.

The 1997 legislative year, both nationally and locally, was one of tremendous change for the special education community. Following the enactment of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (Public Law 105-17) in June 1997, Assembly Bill (AB) 602 (Poochigian & Davis), the Special Education Reform Act, was signed into California law in November. Although the nation's educators are still awaiting IDEA regulations to guide them through the federal changes, district administrators are moving forward with AB 602, anticipating the service delivery flexibility this legislation promises.

Generally speaking, AB 602 establishes a new financing method for special education based on the general education pupil population in each special education local plan area (SELPA). The previous funding model was extremely complicated and, therefore, created substantial inequities among California's 110 SELPAs. It also, unintentionally, created financial incentives to inappropriately identify students for special education services.

AB 602 will be implemented through a three-year process. During Phase 1, 1997-98, funding inequities within SELPAs will be reduced. To attain financial equalization, a one-time adjustment will be applied to school districts and county offices of education based on special education services. Phase 2, 1998-99, will see the switch to pupil-based funding and during Phase 3, 1998-beyond, new funding and service delivery systems will be implemented to continue reducing the inequities among SELPAs.

Another integral part of the new funding model is the local plan. Previously, local plans tended to mimic the law rather than address the issues. With the implementation of AB 602, it is hoped that the local plan will be more than a formality and truly address the needs of the students. Additionally, an Annual Service Plan and an Annual Budget Plan are now required as part of a district's local plan. Prior to AB 602, state and local plans had served as an eligibility tool to determine if a student could receive services under IDEA. With the addition of an annual service and budget plan, the state will now be able to use local

New Funding Model Offers Creative Opportunities for Delivering Services

plans as a monitoring tool. Transition guidelines to assist school administrators, who are in varying stages of preparing their local plans, are due out this summer.

The possibilities created by IDEA '97 and AB 602 have led to much excitement throughout California, as well as some confusion. The following features highlight the potential impact of AB 602 and the steps some districts are taking to better serve the needs of students.

Stories by Elissa Provance, Associate Editor

Elk Grove Leads the Way for AB 602

In previous years, nothing made Marty Cavanaugh crazier than hearing a teacher say, "See that student? He'll be in special education by 4th grade," and not be able to do anything about it.

"It drove me up the wall," said the assistant superintendent for student services in Elk Grove Unified School District.

Cavanaugh has managed to stay grounded, though, since 1994 when Elk Grove began introducing Neverstreaming to its 40 schools. An intervention/prevention service delivery model, as opposed to a special education model, Neverstreaming has earned national attention for its unprecedented success in improving academic performance, providing fewer special education services in lieu of prevention services, improved staff collaboration, and improved student attendance. While educators now flock to the outskirts of Sacramento for a behind-the-scenes look at how the program works—475 school visits in the past two years—it wasn't always that way.

"People say how brave we were back then," Cavanaugh recalled of the early 1990s, when Neverstreaming was being conceived. "I didn't think we were brave. I just thought we had nothing to lose."

Learning to Work Smarter

Neverstreaming has achieved such stunning results that it might become known as the inspiration behind Assembly Bill (AB) 602, the new special education funding model, which promises, among other things, program flexibility.

Participating Neverstreaming schools, specifically all secondary and one-third of the district's elementary schools, have been using funding flexibility to serve students whether or not they "qualify" or have been "identified" for services. So that teacher who knows a student is headed for special education but cannot do anything because the youngster has not been assessed or does not have an

'Elk Grove' continues on page 11

Including Students with Disabilities is Easier Than Ever in Yolo County

Yolo County SELPA (special education local plan area) may not be one of the largest in California, serving about 3,000 students, but it may be one of the most unique.

"Davis is a college town; West Sacramento is an urban neighbor to Sacramento City; Esparto is a rural area; Woodland is an old, established farming community; and Winters has become a bedroom community to the Bay area," explained Maureen Burness, SELPA director for the county. "Geographically, we are quite large for our population."

And with Assembly Bill (AB) 602, the new special education funding model, coming down the pike, Burness added, "We'll receive just under \$1 million, which for us is quite significant since we've been underfunded for a number of years."

Building on the Past

As a member of the California Department of Education, Special Education Division's AB 602 Workgroup, which is preparing a report for the legislature concerning compliance issues that might arise from the new funding model, Burness is intimately familiar with the impact the new legislation may have throughout the state.

She is also no stranger to new ideas. Davis, one of five districts in the Yolo County SELPA, has been successfully operating a full inclusion

program for students with disabilities for more than a decade.

"It began in the 1980s when several parents, particularly those who had their children in an inclusive preschool in Davis, felt it made sense for their kids to be included in elementary school," Burness explained, so her predecessor worked with the district, parents, and individual schools to look for alternatives to the previous center-based option.

A committee was convened to gather general education teachers, administrators, and parents to survey districts about the num-

ber of students who might be placed off-site so the team could decide whether it was feasible to bring the kids back to their neighborhood school. Then the district received a special day class waiver from the State Board of Education since potential students would be spending the majority of their time in general education classrooms.

Considering such potential roadblocks as inexperience or just plain fear of the unknown, the SELPA and districts did preplanning, staff development, and inservices for parents so they could support their children in their home districts.

During the recent school year, more than 50 students, with a range of physical and cognitive disabilities, started their day in the general classroom and rather than being pulled

'Yolo' continues on page 11

Preliminary Findings Show Uneven Distribution of Severe Disabilities

The Legislative Analyst's Office, in conjunction with the Departments of Finance and Education, contracted with the American Institute of Research to prepare reports on two studies required by Assembly Bill 602, the new special education funding model.

Special Education: Study of Incidence of Disabilities *examines whether the distribution of disabilities among special education local plan area populations is even. Of particular interest is that disabilities significantly above-average in cost are either medically defined or severe as well as medically defined and severe. With the study nearing completion, Mary Hudler, special education consultant, said, "Preliminary findings indicate a disproportionate distribution and we are already looking at a proposal for remedy."*

The second study, Special Education: Nonpublic School and Nonpublic Agency Study, compares nonpublic school/agency (NPS/A) costs with those of public school placements; examines increased costs in NPS/A; and makes recommendations for cost containment. The report also examines the impact on NPS/A costs of children in out-of-home placements and of mediation and due process hearings.

Final reports are anticipated this summer.

Contra Costa Asks, and Answers, the Tough Questions

In 1996, Karen Porcella began hearing three numbers that would change the way she had been doing business in Oakland, the North Region, and currently, Contra Costa county—6-0-2.

"My first awareness of Assembly Bill (AB) 602, the new special education funding model, was almost two years ago," said Porcella, coordinator of Dispute Resolution and Staff Development for Contra Costa Unified SELPA (special education local plan area). "I became actively involved with it in 1997 and was very much in support of making sure it passed."

In fact, Porcella and other staff from Contra Costa, a 16-district SELPA that serves about 9,500 special education students, garnered support in the community, informed their constituents about the potential impacts of AB 602, and even accompanied parents to Sacramento so they could go door-to-door in the Capitol and make their support known to legislators.

What was it about this bill that elicited such a grass-roots campaign effort?

Unlike its predecessor, which was a placement-based reimbursement funding system, AB 602 is revenue-based so SELPAs or districts will receive a lump sum of money from the state and distribute it according to their local plan.

"The old funding model was very cumbersome and not user-friendly," Porcella explained. "Different districts were funded at different rates and the inequity was always apparent. With the new system, a continuum of placement options is truly possible."

Out With the Old, In With the New

With so many prospective program choices on the education horizon, Contra Costa began preparing for the impact of AB 602 this past Spring.

'Contra Costa' continues on page 14

IDEA: Strengthening Special Edu

Thereauthorization of the Individuals with Disabilities Education Act (IDEA), enacted June 4, 1997, represents years of congressional debate. Although changes to this law are called "amendments," the legislation itself is different from the previous law and significantly alters the manner in which special education services are provided. Among the significant changes affecting general education teachers and administrators as well as their special education counterparts are:

- **a statement on the individualized education program (IEP)** of how a disability affects a student's performance in the general education curriculum and the support needed for the student to participate in general education;
- **an explanation on the IEP** of why the student can not participate in the general education environment;
- **parent participation** in all eligibility and placement decisions;
- **general education representation** on the IEP team;
- **IEP team consideration** of the student's strengths and the parent's concerns for enhancing their child's education;
- **consideration of "special factors,"** which include behavioral factors as well as the communication needs of students who are blind, hearing impaired, or limited English proficient;
- **transition planning** beginning at age 14;
- **participation in districtwide and statewide assessments** by students with disabilities; and
- **reporting student progress to parents** as often as for general education students.

Fundamental to all of the changes is a shift in focus to accountability and improved student outcomes through increased access to the general education environment. Although most special education students already spend the majority of their school day in general education placements, the current law presumes that, when appropriate, all students with disabilities will be educated alongside their nondisabled peers.

General educators, now part of the IEP team, will be involved in decisions about appropriate positive behavioral interventions and strategies, as well as determining personnel support, aids, services, and program modifications for optimizing the student's progress in the general education environment. Therefore, general educators must understand the changes in the IEP process, plan, and the resulting services.

These pages outline some of the significant changes to the IEP process and team—especially the impact on general educators. Together, special and general educators will face challenges and opportunities as new relationships for providing optimum educational opportunities for students with disabilities are forged.

IEP COMPONENTS

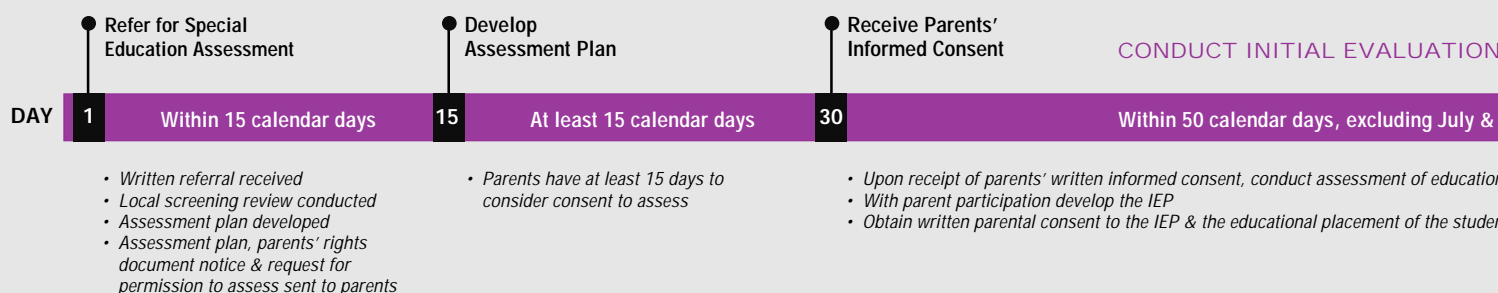
The term "individualized education program" means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with '97 and that includes information regarding

- 1 present levels of educational performance;
- 2 annual goals and benchmarks or short-term objectives;
- 3 special education and related services;
- 4 explanation of nonparticipation in general education;
- 5 participation in districtwide and statewide assessments;
- 6 dates, frequency, location, and duration of all special education services;
- 7 transition services; and
- 8 measuring and reporting student progress.

THE IEP TEAM

- 1 The parent.
- 2 A child's general education teacher (if the child is, or may be, in the general education environment).
- 3 At least one special education teacher or, where appropriate, a special education provider.
- 4 A representative of the school district who
 - is qualified to provide or supervise the provisions of special education;
 - knows about the general curriculum; and
 - knows about available district resources
- 5 An individual who can interpret the instructional evaluation results.
- 6 Other individuals who have special expertise regarding the child, including related services personnel as appropriate.
- 7 The child with a disability when appropriate.

IEP Timeline



ELEMENTS OF THE IEP EMPHASIZING GENERAL EDUCATION INVOLVEMENT

- 1 Present levels of educational performance must state how the child's disability affects involvement and progress in the general curriculum.
- 2 Annual goals, including benchmarks/objectives, must be related to helping the child be involved and progress in the general curriculum.
- 3 A statement of the special education and related services and supplementary aids and services for the child, and program modifications or supports for school personnel, that will be provided for the child to
 - advance appropriately toward attaining the annual goals;
 - be involved and progress in general curriculum and participate in extracurricular and other nonacademic activities; and
 - be educated and participate with disabled and nondisabled children.
- 4 An explanation of the extent, if any, the child will not participate in the general education environment.

EXPANDED ROLE OF THE GENERAL EDUCATION TEACHER

As a required participant on the IEP team, general educators may

- help develop, review, and, as appropriate, revise the IEP;
- determine appropriate positive behavioral interventions and strategies for the student;
- determine supplementary aids and services and program modifications for the student; and
- determine school personnel support to help the child progress in the general curriculum.

AND ASSESSMENT

● Convene IEP Meeting,
Implement IEP As Soon
As Possible

REPORT STUDENT PROGRESS

● Review IEP
At Least
Annually

August

80

Within a year of the initial IEP meeting

• Student progress toward annual goals is reported to parents at least as often as to parents of nondisabled students

Note: Students transferring into the district are immediately placed in an interim placement that reflects their current IEP. Within 30 days an IEP meeting is held to review the interim placement.

READING INSTRUCTION ASSESSMENT REQUIRED OF MULTIPLE SUBJECT CREDENTIAL CANDIDATES

If Assembly Bill 2748 (Mazzoni) is signed by the governor, candidates for the Multiple Subject Teaching Credential would immediately be required to pass the Reading Instruction Competence Assessment (RICA). The purpose of RICA is to ensure these candidates have the knowledge and skills necessary to provide effective reading instruction to students. Special education credential candidates will be required to pass RICA beginning Jan. 1, 2000 if the bill is signed.

Passage of either the RICA written examination or the video performance assessment would satisfy the new requirement. The written exam includes open-ended and multiple choice questions pertaining to reading, and the video assessment is one prepared by the candidate that depicts him/her teaching reading.

Certain applicants would be exempt from the RICA requirement, including those who already hold a valid credential from California or another state; applicants for a Single Subject Teaching Credential; and applicants for Education Specialist Instruction Credentials in special education.

RICA registration bulletins are available in all Department of Education and Testing Offices at California's colleges as well as county offices of education. ☛

For more information, contact the Commission on Teacher Credentialing at 916/445-7254.

C S P D A C

ACCOUNTABILITY IS AT THE FOREFRONT OF REFORM

by Sue Craig, Co-Chair

In all federal programs, performance equals data and results, which equals funding, said Tom Hehir, director of the Office of Special Education Programs, U.S. Department of Education, speaking at the National Comprehensive System of Personnel Development Conference in Washington, D.C. Education must show gains in teacher recruitment/retention, research-based preservice/in-service, and literacy for all students. California has started to meet the accountability challenge with its State Improvement Plan (SIP), Content and Performance Standards, and Standardized Testing and Reporting (STAR) program.

The Individuals with Disabilities Education Act '97 directed states to develop a SIP to predict and monitor progress in special education programs during the next five years. It was great to learn in Washington that California is ahead of most states in this process.

State standards in language arts, math, science, and social science for all students will all be adopted by August. Some questions we must face are: Will we have a parallel set of standards for some special education students? Will individualized education program goals address age appropriate standards? Will extra time be given for students with disabilities? Many answers are needed as California's reform is implemented.

Scores from the STAR program are arriving at schools and being mailed out to parents. Hopefully, our students will continue to be part of the accountability system. We need state guidelines for participation, accommodations, and reporting.

The Comprehensive System of Personnel Development Advisory Committee looks forward to gathering and disseminating information on these issues through our Regional Coordinating Councils and advising the state as they meet the many challenges of accountability. ☛

CALTEACH KICKS OFF TEACHER RECRUITMENT CAMPAIGN

The California Center for Teaching Careers (CalTeach) launched a statewide media campaign emphasizing the urgent need for qualified teachers who can accommodate California's diverse population. In the next decade, California will need to hire nearly 300,000 teachers to serve more than 6 million students—one million more than it currently serves.

CalTeach is an information and referral recruitment center for individuals interested in a teaching career. With locations at California State Universities, Sacramento and Long Beach, the goal of CalTeach is to develop and distribute recruitment publications; provide information to prospective teachers about teaching credentials; and to create an employment database.

Many factors have influenced California's critical teacher shortage, among them class size reduction, estimated to have increased new teacher demand by 100 percent, rising student enrollments, and projected teacher attrition and retirement rates.

The recruitment campaign, which encourages individuals to pursue a rewarding career in teaching, consists of public service announcements, a website, and a toll-free counselor-assisted "Helpline."

CalTeach is administered by the Institute for Education Reform under the California State University system in coordination with the Commission on Teacher Credentialing, the California Department of Education, the University of California, and independent colleges and universities. ☛

For information, contact Sue Burr, co-director, Institute for Education Reform, at 888/CAL-TEACH or visit their website at www.calteach.csulb.edu.

STATE YOUTH LEADERSHIP FORUM DUPLICATED ACROSS THE COUNTRY

Representatives from 35 states, Washington, D.C., and Puerto Rico gathered recently to learn from Californians how to create Youth Leadership Forums in their home states.

Since 1992, the California Governor's Committee for Employment of Disabled Persons has sponsored the annual Forums, where high school juniors and seniors with a variety of disabilities learn to develop their leadership and citizenship skills to use in their respective communities.

The two-day training emphasized the goal of teaching student delegates they have both a right and social obligation to fulfill their career potential. Forum alumni also discussed how participating in the program influenced their personal and professional growth. ☛

For information, contact Hope Yasui, Program Specialist, at 916/654-8055.

IDEA SATELLITE CONFERENCE PLANNED FOR SUMMER

A 3-hour satellite conference on the Individuals with Disabilities Education Act '97 is being planned for late August by the National Education Association (NEA).

This "one shot national event," said Ed Amundson, NEA's chair of the Caucus for Education for Exceptional Children, will allow those who download the conference to participate in a question and answer session with U.S. Department of Education staff. Sites are anticipated in every state with California having a northern and southern location. ☛

For more information, contact Amundson at neaseeker@aol.com.

istrators, parents, specialists, and general education teachers talking for two years about such issues as how their roles encroached upon each other and the increasing needs of children and families. Then they began collecting hard data to back up their anecdotal evidence about what they suspected might work and the numbers spoke for themselves.

"In Elk Grove, a single district SELPA (special education local plan area), the highest percentage of kids with IEPs were nonseverely handicapped, learning disabled, and those with speech

a waiver of the California Education Code's funding provisions.

"The Board knew there was a crisis in the state, that needs were increasing and special education money was shrinking," Cavanaugh said. "It was like stretching a rubberband. I knew there was that level of tension and I knew we had the seeds to see something grow."

What staff and parents have seen grow are scores on the California Achievement Test, reading and math scores, and the number of students, about 4,500, who were served without having to be referred to special education.

What has also grown is staff morale. "People, heretofore, were close to burnout," Cavanaugh explained. "There was nothing to look forward to and there was no light at the end of the tunnel. If we had to give credit to people for Neverstreaming's success, it would have to be the teachers."

The administrator added that by focusing on the needs of children and families, adversarial relationships are removed and rather than arguing over eligibility criteria, the accent is on what the child really needs.

"If you provide a systemic structure that doesn't minimize options for learning, you will surprise yourself as an organization as to where kids can go," Cavanaugh said. "With AB 602, we're going to see more creative service delivery models for special education students and we're going to really see progress." ❖

For more information, contact Cavanaugh at 916/686-7780.

individualized education program (IEP), can offer the student extra support in a variety of ways, such as small group instruction, collaborative classrooms, reading labs, or even through community agencies.

"Neverstreaming looks different at each site and for each student," Cavanaugh explained. "Districts need to be collecting data about what is happening now. What's working, what's not working. Then use the data to amass support for analyzing the system and looking at the issues." Most importantly, he added, is, "Know your outcomes from the start."

In Elk Grove, this meant about 100 admin-

problems," Cavanaugh said. "A resource specialist knows that some of these children could have benefitted from group instruction, but if they don't have an IEP and are served, it's against the law. We wanted to be able to serve children as soon as we detected a problem."

State Board Takes the Risk

After two years of research and with assistance from the Department of Education, Elk Grove presented a groundbreaking proposal to the State Board of Education and with apprehensive advocacy and watchdog organizations looking on, asked for, and was granted,

out for services, three teachers and a cadre of aides visited their classrooms to provide curriculum modifications or as Burness said, "Whatever it takes to support the success of the student and provide support to the teachers, to the same end."

Academic achievement is only part of the program's success. Specifically citing one mother's desire that social opportunities be part of her daughter's educational experience, Burness described the parent's excitement at seeing her daughter invited to birthday parties and other social activities. "At least one major goal has been met," the director added with obvious satisfaction.

Collaboration is Key

Among the most significant changes with AB 602 is the flexibility in planning it will allow Yolo County as a result of the newly added funds and the funding model itself. Because it is pupil-based rather than population-based, it will offer Burness and her colleagues, including those in the business office, the ability to look at program options without the same re-

strictions imposed by the previous funding model. One immediate result is that the district will no longer need to annually apply for a waiver to administer its inclusion program.

In addition to the flexibility, Burness said, the new funding model will also result in increased collaboration. "We've received an incredible amount of support from superintendents and business managers," she said. "They've been receptive, interested, and pleased at the options AB 602 will offer, especially the opportunity to be creative in new service delivery options."

To encourage continued communication, the SELPA has formed its own AB 602 Task Force, which, in January, will make recommendations about a variety of subjects including program options, nonpublic school/agency placement alternatives, how programs need to be supported financially, potential prevention programs, and increased collaboration with general education initiatives and programs.

"People are talking philosophically about what they want," explained Burness, asking

such questions as, 'Should we regionalize?' or 'How do we most effectively serve kids?' The switch is the involvement of business people more strongly in the program development piece."

The involvement has already been apparent. As part of the first of three cycles to be effected by the revenue changes, Yolo County has already prepared and received approval for their local plan by the State Board. Now they are preparing the annual service plan and annual budget plan, two new requirements to be submitted under AB 602.

Noting that, "Until all the SELPAs have gone through the local plan process, real change won't be evident statewide," Burness said, "I believe if people have been doing a good job for kids, they're going to keep doing a good job for kids. AB 602 provides support for a more honest determination of what kids need as the basis for determination of service delivery options—it's not being limited by checking a little box on the individualized education program." ❖

For more information, contact Burness at 530/668-3787.



The Teacher Network. Tutorial for teachers to learn how to use the Internet. www.webteacher.org

Clearinghouse on Disabilities and Gifted Education. One of 16 ERIC clearinghouses abstracts professional literature on students with disabilities and who are gifted. Also publishes and disseminates information and serves as a resource center for the general public. www.cec.sped.org/ericec.htm

Autism Research Institute. A nonprofit organization that conducts and disseminates research. www.autism.com/ari

National Fathers Network. Provides support and resources for fathers and families of children with disabilities. Includes the on-line edition Winter '98 newsletter. www.fathersnetwork.org

Parents Helping Parents, Family Resource Center. On-line public service, includes the National Resource Directory that focuses on children who need specialized services and their families. www.php.com

Parents' Educational Resource Center. Information, guidance, and resources for parents and others helping students with learning disabilities. www.perc-schwabfdn.org

A Service of the Learning Disabilities Project. Interactive guide to learning disabilities for parents, educators, and children. www.ldonline.org

Children and Adults with Attention Deficit Disorder. Includes on-line newsletter. www.chadd.org

HiP Mag On-Line. On-line version of the bimonthly magazine for students 8-14 years old who are deaf or hard of hearing. www.hipmag.org

Through the Looking Glass. A nonprofit organization provides clinical and supportive services, training, and research. Serves families in which one or more members has a disability or medical issue. www.lookingglass.org

National Association for the Education of Young Children. Information for parents and professionals on early childhood education; includes legislative information. www.naeyc.org/naeyc

President's Committee on Employment of People with Disabilities. Information on disability employment issues, fact sheets, statistics, job accommodations, the Americans with Disabilities Act, recruiting, interviewing, hiring, and communicating with people with disabilities. www.pcepd.gov

Job Accommodation Network. An international service on the Americans with Disabilities Act and employment accommodations. Information and referral/links to employment and disability resources for employers, rehabilitation professionals, and people with disabilities. www.jan.vvu.edu

National Information Center on Deafness. Information on hearing loss and deafness, including programs and services for people who are deaf or hard-of-hearing. www.gallaudet.edu/-nicd

Association of California School Administrators. Information about legislation and on-line versions of their publications, *Thrust for Educational Leadership* and *EDCAL*. www.acsa.org

National Center for Learning Disabilities, Inc. Information and resources for increasing understanding of learning disabilities. www.ncld.org

National Clearinghouse for Professions in Special Education. Recruitment and retention information for special education and related fields. Lists university programs and resources for financial aid as well as nontraditional training programs, alternate certification, career information, and job banks. www.cec.sped.org/ncpspe.htm

"OSEP" continued from page 1

to infants and toddlers with developmental delay, disabilities, or at biomedical risk, and their families, with the Department of Developmental Services (DDS) as the lead agency and CDE as its collaborating partner. Prior to these visits, two community outreach meetings were held in Sacramento and Anaheim. The invitation-only event consisted of parents, advocates, and service providers who asked and answered questions posed by an OSEP facilitator. OSEP representatives also met with members of the state's Interagency Coordinating Council on Early Intervention.

Carlos Flores, coordinator for the state's Part H program, said this was a "targeted review that looked at the state's general supervision, administration, and monitoring of Part H and individualized family service plans." The Part H visit was split between Valley Mountain Regional Center, Alta Regional Center, and Sacramento County Office of Education in northern California and Harbor Regional Center, Southwest Services Area SELPA, San Diego Regional Center, and San Diego City Schools SELPA in the southern part of the state.

OSEP conducted exit interviews and preliminary findings will be issued, followed by final reports. ■

For information on the Part B visits, contact Hudler at 916/327-3512. For Part H, contact Flores at 916/654-2773.

"IEP" continued from page 1

tional floor so everyone will know what is compliant." Trainings regarding this new process will begin September.

SELPA's Move Forward

To aid districts and special education local plan areas (SELPA's) in preparing updated IEP forms and processes, the Division posted an IEP Fact Sheet on its website. An IEP Checklist, developed by Sorenson, is anticipated by July.

San Diego county, however, chose not to wait before modifying its IEP form. Deciding it didn't make sense to individually revise the forms, the six SELPA's, representing 43 school districts, developed a common IEP form. Carol Bartz, North Inland SELPA's director, said the group worked on "cutting and pasting" a form that is both compliant and user-friendly.

Although parents were not included in developing this form, their input was solicited during field testing. Laurie McBride, mother of a child with Tourette Syndrome who receives special education services, said she likes the new form, especially the section on how frequently parents are required to receive feedback on their child's progress on goals and objectives. "Now you don't have to wait a year to see if your child is reaching the goal," she explained.

Further north, Carol Bailey, education specialist for San Joaquin SELPA, explained that staff had recently revamped the IEP form so the SELPA only made changes that would align the form with IDEA '97. "We were trying to have everybody in compliance by July 1," Bailey said. However, because personnel had just gotten comfortable with the revised form, the Forms Committee chose not to change the overall appearance again. After the IDEA Alignment training, Bailey said they "will take a good look at the form and decide what's working and what's not."

Final Regulations Anticipated

As the first full school year since the enactment of the IDEA '97 comes to a close, California and the rest of the nation await final implementation regulations to define what the numerous changes to special education and the IEP process in particular will entail. While waiting, many educators now find themselves in a transition state where things are no longer status quo, but what comes next isn't fully defined.

JoLeta Reynolds, from OSEP, said although regulations for preschool grants funding were posted in June, "Part B regulations are not out yet. We expect them to be out soon."

In April, OSEP did offer "informal guidance," announcing a softening of its previous directive requiring all IEPs to be fully compliant with IDEA '97 by July 1, 1998. The guidance allows for an extension of the IEP implementation timeline, requiring that IEPs be developed on or after July 1, 1998 to meet the new provisions of IDEA '97.

Bringing Special Education into General Education

Parker thinks the biggest change to come from the new legislation will be in the leverage it gives instructional leaders, including parents, in accessing the general education curriculum for students with disabilities.

"I took recess duty. I did bulletin boards. I would go in and teach music, or I'd do art projects, just so I could bring my special day class kids with me into the general education environment," she said. "The change in the law now underscores that students with disabilities deserve and have every civil right to be in a general education environment." ■

R E S O U R C E S

I N F O R M A T I O N

Following is a sample of the more than 8,000 books, research articles, journals, and media items available through the RISE library. Patron applications, available to California residents only, must be on file to order materials. Call 916/492-9990 for an application or for the newest Library Update.

INDIVIDUALIZED EDUCATION PROGRAMS

NEW ACQUISITIONS

Class Size Reduction

California Association of Resource Specialists, Citrus Heights, CA (1996). Clarification from the State Superintendent of Public Instruction on the effects of class size reduction on special education. Includes reminder that IEP program mandates must be fulfilled. 2 pp.

Special Education Rights and Responsibilities

Community Alliance for Special Education and Protection and Advocacy, Inc., San Francisco, CA (1997). Information on basic rights and responsibilities, evaluation and assessments, eligibility criteria, the IEP process, related services, due process hearings and compliance complaints, least restrictive environment, discipline, interagency responsibility, vocational education, multiculturalism, preschool, and early intervention services. 300 pp.

Negotiating the Special Education Maze:

A Guide for Parents and Teachers

Anderson, W., Chitwood, S., & Hayden, D., Woodbine House, Bethesda, MD (1997). Updated information on the process of educational advocacy through a description of Part B of IDEA, eligibility, IEPs, due process, transition, and early intervention and Section 504 and the Americans with Disabilities Act. 264 pp.

A Guide to Helping Students Develop Their IEPs/

A Student's Guide to the IEP

McGahee-Kovac, M., National Information Center on Children and Youth with Disabilities, Washington, DC (1995). Step-by-step guidelines for leading students with disabilities through the IEP process. Audiotapes: 35 min. & 30 min.; Booklets: 24 pp. & 12 pp.

How to Write an IEP

Arens, J., Academic Therapy Publications, Novato, CA (1989). Includes samples of the ways that goals and objectives can be written for clear use by special education personnel in all fields. 128 pp.

IEP Quality Indicators Instrument

Hunt, P., California Research Institute, San Francisco, CA (1986). Checklist of best practices. 15 pp.

The Individualized Education Program:

A Retrospective Critique

Goodman, J., *Journal of Special Education*, Philadelphia, PA (1993). Discussion of the IEP as an instructional tool. 16 pp.

Parent Manual on Educational Services Under IDEA:

A Handbook for Parents of Children with Disabilities

Partners Resource Network, Inc., Beaumont, TX. Handbook focuses on information parents need to participate in the IEP process from assessment to goal setting to program placement. 25 pp.

Planning For Success: Your Child's IEP Meeting

Campbell, K. (1991). A step-by-step process for parents planning to attend their child's IEP meeting. Includes list charts, timetables, objectives, goals, and ways of handling different situations. 24 pp.

What Do I Do When... The Answer Book on

Individualized Education Programs

Gorn, S., LRP Publications, Horsham, PA (1997). A legal writer with a background in practicing law uses a question and answer format to discuss the IEP. 324 pp.

Taking the Fear Out of IEPs: A Workshop for Parents

McCarthy, M., Sacramento, CA (1994). Workshop manual designed to assist parents in dealing with feelings they may bring to IEP meetings, how they might affect the IEP process, and constructive ways of expressing those feelings. 28 pp.

Transition Services in the IEP

National Information Center for Children and Youth with Handicaps, Washington, DC (1993). Definition of transition services within federal law, discussion of transition components, including the IEP, goals for transition, and the importance of assessment in helping a student plan for transition. 28 pp.

Merging Naturalistic Teaching and Peer-Based

Strategies to Address the IEP Objectives of

Preschoolers with Autism: An Examination of

Structural and Child Behavior Outcomes

Kohler, F., Strain, P., Hoyson, M., & Jamieson, B., *Focus on Autism and Other Developmental Disabilities*, Austin, TX (1997). Examines the effects of combining naturalistic teaching and peer-mediated tactics to address IEP goals and objectives for children with autism. 12 pp.

Report on the National Survey of the Implementation

of the IDEA Transition Requirements

Johnson, D., Sharpe, M., & Sinclair, M., Center for Transition and Employment, University of Vermont, Burlington, VT (1997). Evaluation of practices and strategies used by local education agencies across the U.S. to implement transition service requirements of IDEA. 48 pp.

Asperger's Syndrome:

A Guide for Parents and Professionals

Attwood, T., Jessica Kingsley Publishers, Ltd., Bristol, PA (1998). Incorporating case studies and a review of the literature, a clinical psychologist provides a description and analysis of the characteristics of the disorder and practical strategies to reduce those that are the most conspicuous or debilitating. 224 pp.

Conducting Individualized Education Program

Meetings That Withstand Due Process:

The Informal Evidentiary Proceeding

Hollis, J., Charles C. Thomas Publisher, Ltd., Springfield, IL (1998). Helps parents, administrators, teachers, and assessment professionals meet basic requirements of conducting an IEP team meeting in a way that produces defensible IEP decisions in a litigious environment. 171 pp.

The Roles of Bilingual and Special Educators

in Creating Inclusive Classrooms

Salend, S., Dorney, J., & Mazo, M., *Remedial and Special Education*, Austin, TX 18(1) (1997). Information taken from a study of bilingual special education provides a description of teachers in cooperative teaching of second language learners in general education classrooms with observations from the field. 11 pp.

Attitudes and Attributes of General Education

Teachers Identified as Effective Inclusionists

Olson, M., Chalmers, L., & Hoover, J., *Remedial and Special Education*, Austin, TX 18(1) (1997). Describes seven traits common to general education teachers skilled at including students with disabilities in their classrooms. Results discussed in terms of teacher preparation, administrative practices, and implications for increased inclusion. 8 pp.

A First Step Toward Solving the Problem of

Special Education Dropouts: Infusing Career

Education into the Curriculum

Razeghi, J., *Intervention in School and Clinic*, Austin, TX (1998). Teachers can better prepare students with disabilities for the individual transition planning process and for their eventual employment and independent living in the community by relating the course content to something that is meaningful to students' future careers. 9 pp.

A Sense of Belonging: Including Students with

Autism in Their School Community

Davis, K. & Pratt, C., Indiana Resource Center for Autism, Bloomington, IN (1997). Educators, instructional assistants, administrators, and students discuss practical suggestions for successfully educating students with autism in the general education classroom. 20 min.

The Autism Continuum

Grandin, T., Future Horizons, Inc., Arlington, TX (1998). A first-hand account by a person with autism describes its characteristics and best practices in intervention. 75 min.

The New IDEA:

What Regular Educators Need to Know

Maloney, M., LRP Publications, Horsham, PA (1997). Video discusses how IDEA '97 affects general education teachers and administrators, as well as school board members. Reproducible supplement, "Disciplining Children with Disabilities." Includes discussion of identification, evaluation, discipline, parent participation, review, and revision of the IEP. 32 min.

VIDEOS

The New IDEA: What Regular Educators Need to Know

Maloney, M., LRP Publications, Horsham, PA (1997). Discusses how IDEA '97 affects general education teachers, administrators, and school board members. Includes a discussion of identification, evaluation, discipline, parent participation requirement, and review and revision of IEP. 32 min.

Conducting the IEP/ITP

Hurley, C., California Department of Education, Special Education Division, Sacramento, CA (1996). One of a series of six videos about transition planning services for students with disabilities. Program 5 discusses preplanning, creating a team, legal mandates, monitoring, and follow-up. 10 min.

Parents in the Special Education Process

Martin, R., Baxley Media Group, Urbana, IL (1990). Audiotape series discusses parents in the IEP process and seeking services in the least restrictive environment. 42 min.; 43 min.; 43 min.

The Seven Deadly Sins: Common Mistakes

that Lead to Due Process Hearings

Maloney, M. (ed.), LRP Publications, Horsham, PA (1996). Legal parameters, descriptions, vignettes, and strategies for administrators and staff to consider in complying with procedural safeguards, parent and student rights, IEPs and other special education services, and process requirements. 20 min.

"We were rewriting the local plan and now we had to include a service delivery plan as part of that," Porcella said. "We wanted to look at service delivery and the flexibility being given to us and then put it in the plan."

Also wanting input from throughout the SELPA, a two-day workshop, split between a Saturday in March and another in April, was conducted for general and special education teachers, administrators, parents, and nonpublic school/agency staff.

"The purpose of the workshop was to have people think outside the box and to get honest input about what could be done," explained Porcella. "The agenda was meant to create ambiguity in the first session. We wanted everyone to have a broad base of information about AB 602, the Individuals with Disabilities Education Act (IDEA) '97, curriculum, least restrictive environment (LRE), etc. For many, this information was new but we wanted them to have the basics. In the second session, we put their ideas about service on the table for discussion."

One area where ambiguity was apparent was the use of language in IDEA '97 and AB 602. "Location" is a term used in different

federal law, Contra Costa SELPA staff devised a formula to explain the responsibilities of the IEP team for determining special education placement: Service Delivery + Model + Environment = Special Education Placement. By carefully examining the three elements, students are assured a free appropriate public education and parents have the best opportunity to understand the basic what, how, and where questions related to the services that will be provided by the IEP. The administrator will then assign the school and staff to provide that service. For example, Instructional Specialist (Service Delivery) + Pull-Out to a Resource Room for small group instruction (Model) + Regular School Site with enrollment in a regular classroom (Environment) = Special Education Placement as described in the student's IEP.

Planning a Continuum of Options

Taking all of the information into consideration, the 125 workshop participants split into "expert groups" such as LRE or outcomes, and were presented a series of questions and activities intended to raise pertinent placement issues. For example, the LRE group was given the following activity:

"Discuss and list all considerations that must be made to develop standards for determining the least restrictive placement for

a given individual, specific services, and specific programs.

- When and why would a service be provided in other than the general education classroom?
- When are more intensive services needed and what does 'more intensive' mean?
- How, where, and when should clinical services be provided?
- 'Educational significance of the disability' has been used to describe a constellation of requirements and parameters. What are the others?
- How do we decide who gets what and how much?"

Basing their answers on the above formula, group members were instructed to prepare guidelines that would define appropriate service delivery options, classroom models, and types of school, leading them to the actual place the child would be served.

When the group reconvened, participants reported, "Just about anything is possible," Porcella said. "We had overwhelmingly positive feedback."

Beginning next year, Service Delivery Site Facilitation Teams, made up of parents, workshop participants, and a program specialist, will travel to schools and replicate parts of the workshop. This, Porcella said, will allow each site to develop their own programs according to their students' needs. Traditional services will continue to be available, but over time more productive options will be created.

"With this model," she said, "there will be increased mainstreaming opportunities and students will not be permanently removed from their peer group. The most exciting thing, though, is we can change people's perceptions of the standards and we can raise expectations." 🍌

For more information, contact Welton or Porcella at 510/827-0949.

"daDA" continued from page 16

Fierro then recalled when he used to take Juliana to the mall to teach her to walk.

"She started using a walker when she was 3 years old," he explained. "She would have tears running down her face but I would say, 'You have to come, just 10 more feet.' People stared at us and I really didn't want to do it, but no one else would." The bottom line, he added, was, "I wasn't going to have Juliana in a wheelchair if she didn't need to be and I didn't want her to regret not being pushed."

daDA also helps Fierro and other fathers stay attuned to their own limits. Said Sweeney, "When I first struggled with the issue of support, I wanted to believe there was a way to do this thing called 'Fathering a child with a disability.' I did acquire confidence in my ability to be a good father, but the situation presents ongoing and new issues. By immersing myself and having support available to me, I'm able to prevent myself from being overwhelmed."

Fierro added that many fathers are in denial, specifically describing an Asian man he met who wanted to send his child who was disabled back to China. He decided against it only after his priest pleaded with him and then located another Asian father who had a child with a disability who told him he must find a way to deal with it. Today, Fierro said, that gentleman is an advocate for the disabled community.

Sweeney hopes he can offer other fathers the chance to "integrate the experience of disability in a positive way," not just for themselves but for their children. "I learned that disability is part of my life and it won't go away," he said. "It's not my enemy and my daughter, Eva, has learned it's not her's either." 🍌

For more information on daDA, contact Sweeney at 213/933-2983.

"The most exciting thing, though, is we can change people's perceptions of the standards and we can raise expectations."

ways in both laws. In fact, in AB 602, the term is used in different ways within the law itself.

Johnny Welton, Contra Costa's SELPA director, explained that in IDEA, location is used interchangeably with environment to mean the type of setting where special education services are provided, such as a regular classroom, resource room, or special day class. In AB 602, a similar meaning is intended where the law addresses individualized education program (IEP) issues, by saying it is the IEP team's decision as to the services, model of delivery, and environment or location of the specified services and the administrator's responsibility to assign the student to a school site and service provider caseload or class list.

Welton added, however, that AB 602 also uses "location" to describe these administrative responsibilities where the law describes the components of the SELPA service delivery plan. This plan indicates, in a public hearing format, where services will be available by site and type of service. The intention is that parents will know what services are available and where.

Taking heed of this distinction in state and

J U L Y

July 6-10 • Neuropsychology: Memory & Intelligence," California Association of School Psychologists' Summer Institute '98, DoubleTree Hotel, Monterey. Contact: 916/444-1595.

July 7-11 • "Reaching New Frontiers," 1998 Autism Society of America National Conference, Reno Hilton. Contact: 800/3AUTISM.

July 13-17 • California Education Innovation Institute, CalSTAT, California State University, Fullerton. Contact: 916/641-2571.

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July 27-31 • California Education Innovation Institute, CalSTAT, San Mateo. Contact: 916/641-2571.

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August 3-7 • California Education Innovation Institute, CalSTAT, Auburn/Marion Center. Contact: 916/641-2571.

August 10-11 • 10th Annual Northern California Early Childhood Education Conference, Radisson Hotel, Sacramento. Contact: 916/971-5907.

August 10-12 • "Standards, Assessment, and Accountability," School's In! Symposium '98, California Department of Education, Sacramento Convention Center. Contact: 916/323-8353.

August 10-13 • 1998 Summer Institutes, California Association for Mediated Learning, California State University, Fullerton. Contact: Pat Akers, 805/496-6655.

August 13 • "Windows of Opportunity: New Directions from IDEA," 5th Annual Institute for Psychology in Schools, San Francisco. Contact: 202/336-5858.

August 10-14 & 17-21 • "Using Technology to Create Access to the Curriculum," Center for Accessible Technology, Berkeley. Contact: 510/841-3224.

S E P T E M B E R

September 19-20 • Second Capitol Autism Conference, Families for Early Autism Treatment, Sacramento Convention Center. Contact: Gordon Hall, 916/381-5270.

September 19-20 • "Issues of School-Age Children With Autism," Capitol Autism Conference 1998, Families for Early Autism Treatment, Sacramento. Contact: 916/843-1536.

O C T O B E R

October 4-6 • 25th Annual Fall Physical Education Conference, California Association for Health, Physical Education, Recreation, and Dance, DoubleTree Hotel, Sacramento. Contact: 916/922-3596.

October 8-9 • "Supported Life '98: Inclusion for All Ages," Supported Life Institute, DoubleTree Hotel, Sacramento. Contact: 916/263-1153.

October 10-11 • 1998 California Association for Mediated Learning Annual Conference, Hilton Hotel, Oxnard. Contact: Myra Long, 916/782-7547.

October 21-24 • "The Next Generation," California State Federation/Council for Exceptional Children, Cathedral Hill Hotel, San Francisco. Contact: 916/443-3855.

October 22-24 • LDA-CA State Conference, Handlery Hotel & Resort, San Diego. Contact: 619/615-8803.

October 26-27 • "Supporting Children 2-5 Years of Age With Atypical Social-Emotional Development," Pasadena Child Development Associates, Pasadena. Contact: 626/793-7350.

N O V E M B E R

November 2-5 • California Child Development 14th Annual Conference, California Department of Education, Convention Center, Ontario. Contact: Marie Murata, 916/323-2133.

November 5-7 • "Leadership: Transcending Limits," ACSA Annual Conference '98, Santa Clara Convention Center. Contact: 650/692-4300.

November 11-14 • "Bridges to Literacy," 49th Annual Conference of the International Dyslexia Association, San Francisco. Contact: 800/222-3123.

November 16-17 • WorkAbility I Training Conference, Anaheim. Contact: 916/323-3900.

November 19-22 • American Speech and Hearing Association Convention, San Antonio. Contact: 800/638-8255.

D E C E M B E R

December 3-5 • Annual Education Conference, California School Boards Association, San Diego. Contact: 916/371-4691.

1 9 9 9 • J A N U A R Y

January 13-15 • "Healthy Schools, Healthy People V," California Association for Health, Physical Education, Recreation, and Dance; California Association of School Health Educators; and California School Nurses Organization, Town and Country Hotel, San Diego. Contact: 916/443-0218.

January 28-30 • "Technology, Reading & Learning Difficulties," 17th Annual International Conference, Educational Computer Conferences, Grand Hyatt San Francisco. Contact: 510/594-1249.

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Hacienda La Puente USD (Los Angeles Co.)-Personnel Services Division, P.O. Box 60002, City of Industry 91716-0002. 626/933-1840. Deadline: Open (p) Speech & Language Specialist (s) \$28,000-\$57,238 +stipend.

Hacienda La Puente USD (Los Angeles Co.)-Personnel Services Division, P.O. Box 60002, City of Industry 91716-0002. 626/933-1840. Deadline: Open (p) Special Ed. & Speech & Language Services Program Specialist (s) \$40,056-\$62,361.

San Francisco Hearing & Speech Center-Rayford Reddell, 1234 Divisadero, San Francisco 94115. 415/921-7658. Deadline: Open (p) SLP/Director/Teacher (s) Competitive.

Supporting Fathers & Families

by Elissa Provance, Associate Editor

In 1991, Gilbert Fierro was the only father in attendance at a support group for parents of children with disabilities. Seven years later, he is one of more than a dozen fathers who meet regularly as members of daDA, a regional support network for fathers of children with disabilities that serves the Greater Southern California area.

Named in part after the daDA art movement following World War I, where European artists declared, "We're going to throw out all of the art and rebuild it," according to daDA founder Marty Sweeney, the support network began in 1992. Sweeney, whose daughter, Eva, now 15 years old, was born with cerebral palsy, wanted to create an opportunity for dads to share amongst themselves, the experiences of having a child with a disability.

"I had the experience of father support when my daughter was in an early intervention program," Sweeney said. After the family's pediatrician suggested he attend a workshop where one group focused on children with disabilities, he said, "I hesitated about going because I didn't have any handle on it myself and I didn't want to talk about it." Sweeney, however, did attend and upon recalling the experience, said, "I found it to be incredibly valuable to begin that process of asking, 'What are the issues, not just for my family, but for me?'"

Seeing the Future Now

Fierro's daughter Juliana, now 8 years old, was also born with cerebral palsy, as well as cataracts in both eyes and with limited use of her arms and legs. He met Sweeney in 1993 at an alternative medicine conference and decided to see what daDA was about.

"At first I thought it would be aggressive fathers who wanted to change policy," he said, "but Marty wanted it to be informative—a true support group. That's what he envisioned. Being able to say what's on your mind. People who were more politically aggressive eventually dropped out."

For Fierro, daDA became a place for him to talk with and listen to other dads without having to be "flowery" in his language.

"There is a difference between men and women," he explained. "Women handle problems differently. It's nice for me to have a place where I can air out my feelings and try to make things better."

Added Sweeney, "One of the biggest insights I've had is that men, in general, don't have a lot of experience with support. We evaluate choices by, 'What's in this for me?' It takes awhile to understand the benefit and value of listening to someone as well as to being listened to."

For Fierro, that component has been fundamental in his quest to make his life and his family's life, which along with Juliana, includes his wife, Minda, and two younger daughters, Laura Ann, who is 4 years old, and Marialice, who is 2 years old, as meaningful as possible.

A commercial artist, who built special effects for big screen movies, Fierro put his career aside to prepare for Juliana's future. Since 1995, he and Minda have been running a board and care house for the elderly, appropriately named, "D'Sisters."

"If Juliana is not going to be able to be in the workplace, she will have this business she can run," Fierro explained. The six-bed facility, which is operated seven days a week, 24 hours a day, is already familiar territory to the 3rd grader. "She gets around very well in her walker and she's very observant," Fierro said. "She tells me or her mom if someone needs something."

It is being in touch with other fathers of children with disabilities that has allowed Fierro a glimpse into the future so he may proactively prepare for his eldest daughter's adulthood.

"The most important thing for me is that by talking to different dads, I can see the future," he said. "Some dads in the group have children who are 20 years old who are living independently or in an at-home situation. These things might come up for me so I learn from their experience. It's a little bit like fortune telling."

Pushing Juliana to Her Limits

While participating in daDA has allowed Fierro to plan for the future, he also strives toward not having any regrets lingering from the past where raising Juliana is concerned. For him, this is where being a man may have its advantages.

"Men handle what we do in a way different from women," he said.

"Women are softer. Minda is a nurse, but she refuses to put Juliana's contacts in because she might hurt her. Men's aggressiveness could be positive because dealing with a child with a disability is not always a nice job."

'daDA' continues on page 14

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